

UNIVERSITI TEKNOLOGI MARA

**STUDENTS' REFLECTIVE WRITING THROUGH
JOURNAL ON BLOGS: A CASE STUDY OF PART 3
STUDENTS OF UiTM JOHOR**

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Dissertation submitted in partial fulfilment of the requirements

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Candidate's Declaration

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my work, unless otherwise indicated or acknowledged as referenced work. The dissertation has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

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Abstract

Reflection involves the evaluation of feelings, ideas and opinions of past and current experiences for future references. Reflection redefines our understanding of knowledge and makes us aware of our actions and enables us to evaluate our actions. Reflection, either reflected-on-action or reflected-in-action can be documented through the use of reflective writing. Four types of reflective writing are “Descriptive writing”, “Descriptive Reflection”, “Dialogic Reflection” and “Critical Reflection”. This study examined students’ reflective writing via the usage of free Internet BlogSpot blog by exploring students’ experiences in English for Academic Writing purpose (BEL 311) classes. A purposive sampling method was used to select 30 part three students of Faculty of Business Management at UiTM Johor. Three research questions were examined: (1) What are the most common types of reflective writing do the students tend to employ indirectly in their reflections?; (2) How far do the students use reflection-in-action and reflection-on-action in their reflections?; (3) How do students view their reflections in learning writing skills? For this study, data from 395 reflections were analyzed using a constant comparative analysis. The findings reported that the students’ reflections were mostly Reflection-On-Action (88%) as compared to Reflection-In-Action (12%). The findings also recorded the occurrences of different types of reflective writing which were “Descriptive Reflection” (48%), “Descriptive writing” (43%), “Dialogic Reflection” (7%) and “Critical Reflection” (2%). Some reflections indicated a combination of two or more types of reflective writing. Students reflected more on-action because they did not have sufficient knowledge and skills that enabled them to solve any encountered problems immediately. In their blog writing, the students applied various types of reflective writing that included their feelings, opinions, perceptions and learning experiences. All these new experiences of web-based reflective writing using blogs can lead to important implications for effective instruction and learning strategies.

Abstrak

Refleksi dilihat melibatkan penilaian perasaan, idea dan pendapat masa lalu dan pengalaman semasa untuk rujukan masa hadapan. Refleksi didefinisikan sebagai pemahaman seseorang tentang pengetahuan, tindakan dan penilaian terhadap tindakan tersebut. Refleksi, sama ada ditunjukkan dalam bentuk tindakan atau dicerminkan dalam tindakan boleh didokumentasikan melalui penggunaan penulisan reflektif. Terdapat empat jenis penulisan reflektif seperti “Descriptive writing”, “Descriptive Reflection”, “Dialogic Reflection” dan “Critical Reflection”. Kajian ini meneliti 'Penulisan Reflektif melalui penggunaan laman sesawang BlogSpot blog yang boleh didaftarkan secara percuma dengan meneroka pengalaman pelajar dalam pembelajaran Bahasa Inggeris di dalam kelas Penulisan Akademik (BEL 311). Kaedah ‘purposive sampling’ telah digunakan untuk memilih 30 orang pelajar semester 3 dari Fakulti Pengurusan Perniagaan di UiTM Johor. Tiga persoalan kajian telah diutarakan: (1) Apakah jenis-jenis penulisan reflektif yang cenderung diambil oleh pelajar secara tidak langsung di dalam refleksi mereka? (2) Sejauh manakah pelajar menggunakan ‘reflection-in-action’ dan ‘reflection-on-action’ di dalam refleksi mereka? (3) Bagaimana pelajar mengekspresikan refleksi mereka dalam pembelajaran kemahiran menulis? Bagi kajian ini, data daripada 395 refleksi dianalisis dengan menggunakan ‘constant comparative analysis’. Hasil kajian mendapati bahawa pelajar kebanyakannya lebih menggunakan Refleksi -On - Action (88%) jika dibandingkan dengan Reflection -In- Action (12%). Kajian juga mendapati penggunaan jenis penulisan reflektif pelajar adalah seperti berikut “Descriptive Reflection” (48%), “Descriptive writing” (43%), “Dialogic Reflection” (7%) dan “Critical Reflection” (2%). Sesetengah refleksi menunjukkan gabungan di antara dua atau lebih jenis penulisan reflektif. Pelajar dilihat lebih menggunakan ‘reflection-on-action’ kerana mereka tidak mempunyai pengetahuan dan kemahiran yang membolehkan mereka untuk menyelesaikan masalah yang dihadapi dengan segera serta dalam tempoh waktu yang telah ditetapkan. Dalam penulisan blog mereka, pelajar-pelajar menggunakan pelbagai jenis penulisan reflektif yang menonjolkan perasaan mereka, pendapat, persepsi dan pengalaman pembelajaran. Semua pengalaman baru ini adalah berasaskan penulisan reflektif melalui laman sesawang dengan menggunakan blog yang juga dilihat boleh membawa kepada implikasi penting untuk strategi pengajaran dan pembelajaran yang berkesan.

TABLE OF CONTENTS

Contents	Page
ABSTRACT	ii
ABSTRAK	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	viii
LIST OF FIGURES	xi
CHAPTER 1: INTRODUCTION	
1.1 Background of the Study	2
1.2 Statement of Problem	3
1.3 Research Objectives	7
1.4 Research Questions	7
1.5 Significance of the Study	8
1.6 Scope of the Study	10
1.7 Definition of Terms	11
1.8 Conclusion	14